



2020-2021

EL CAMINO REAL CHARTER HIGH SCHOOL

SARC

WWW.ECRCHS.NET

5440 VALLEY CIRCLE BLVD.
WOODLAND HILLS, CA 91367-5949

818-595-7500

ABOUT THE SARC

The School Accountability Report Card is issued annually for each school in the State of California and provides an assessment of selected conditions related to the school, its resources, its successes, and the areas in which improvements may be needed.

As you read this report for our school, I believe that a picture will emerge of a school dedicated to improvement, a qualified faculty that is professionally and personally committed to meeting the learning needs of students, and a student body which is motivated to perform well.

Our school puts forth efforts to involve parents and community in our school and to keep them informed. Please do not hesitate to contact us if you have any questions or concerns regarding items in this report.

SCHOOL INFORMATION

EL CAMINO REAL CHARTER HIGH SCHOOL
WWW.ECRCHS.NET
5440 VALLEY CIRCLE BLVD.
WOODLAND HILLS, CA 91367-5949
818-595-7500

EXECUTIVE DIRECTOR - DAVID HUSSEY
D.HUSSEY@ECRCHS.NET

COUNTY-DISTRICT-SCHOOL (CDS) CODE
19647331932623

GOVERNING BOARD

BRAD WRIGHT
LINDA IBACH
STEVEN KOFAHL
DANIELLE MALCONIAN
ALEXANDRA RAMIREZ
DANIELA VARGAS

DISTRICT INFORMATION

LOS ANGELES UNIFIED
WWW.LAUSD.NET
213-241-1000
SUPERINDENDENT - MEGAN REILLY
MEGAN.REILLY@LAUSD.NET

MISSION AND VISION

As the economy continues to transition from manufacturing to service, students graduating high school need to be educated for an uncertain future. A recent article (Thompson, 2015) looks at the shifting landscape in the labor force toward increased automation, indicating, "Some economists and technologists have warned that the economy is near a tipping point. When they peer deeply into labor market data.. they see automation high and low-- robots in the operating room and behind the fast-food counter. They imagine self-driving cars snaking through the streets and Amazon drones dotting the sky, replacing millions of drivers, warehouse stockers, and retail workers...And they wonder: Is any job truly safe?"

While the economy and workforce needs have clearly changed, many have commented on the failings of our educational system to address these changes. Former Harvard president Lawrence Summers (2012) "noted education changes remarkably little over time...Students are evaluated on the basis of examination essays...and relatively short research papers. Instructors are organized into departments, most of which bear the same names they did when the grandparents of today's students" were growing up. The skills and to a lesser extent, content, taught in these classes has undergone a revolution, while their delivery remains situated in the 20th century." At ECRCHS, we define "21st century skills", as including but not limited to the following:

- Critical thinking, problem solving, reasoning, analysis, interpretation, synthesizing information
- Research skills and practices, interrogative questioning
- Creativity, artistry, curiosity, imagination, innovation, personal expression
- Perseverance, self-direction, planning, self-discipline, adaptability, initiative
- Oral and written communication, public speaking and presenting, listening
- Leadership, teamwork, collaboration, cooperation
- Information and communication technology (ITC) literacy, media and Internet literacy, visual interpretation, data interpretation and analysis, computer programming
- Global awareness, multicultural literacy, humanitarianism
- Scientific literacy and reasoning, the scientific method
- Health and wellness literacy, including nutrition, diet, exercise, and public health and safety
- Systems thinking, environmental and conservation literacy, ecosystems understanding
- Civic, ethical, and social justice literacy

ECRCHS has moved toward emphasizing "what students can do with knowledge, rather than what units of knowledge they have," the essence of 21st century skills (Silva, 2008, p. 630). Schools must prepare students to adapt in order to succeed in college and careers. Critical thinking and collaboration coexist alongside project management. Learning how realities interact represents real understanding (Cajete, 1994). Educators must prepare students for a world in which they can solve problems, think critically, and work collaboratively, as well as deal with rapidly changing information and technologies. Soft skills receive greater attention in the Common Core State Standards (CCSS), including a higher level of collaboration and critical thinking. Positioning students to take advantage of new --and currently indefinable -- opportunities lies at the heart of ECRCHS' mission.

At ECRCHS, sustainability permeates 21st century learning. Students today must think creatively and understand the biological, social, economic, and physical systems in place that create problems, and be prepared to develop potential solutions. As the world becomes more interconnected, hotter, more crowded, an educated person in the 21st century needs to have a multicultural perspective in order to work with

MISSION AND VISION

others (Friedman, 2008.)JHS strives to create academic programs that meet the needs of our diverse student body. Our schoolwide programs include AVID, STEAM, VAPA, Humanitas, Alternative Education, Independent Studies, Career Pathways, tutoring, study skills, and college and career awareness. Moreover, each semester, grades, test scores and surveys are used to monitor progress. ECRCHS aims to provide the tools, the skills, and the foundation for students to address the three-legged stool of sustainability -- economic sustainability, social equity, and environmental sustainability.



DAVID HUSSEY, Executive Director

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STUDENT ENROLLMENT BY GRADE LEVEL

9th Grade	916
10th Grade	943
11th Grade	913
12th Grade	889

ENROLLMENT

FOR 20-21SY



Group	Percent of Total Enrollment
English Learners	1.8%
Foster Youth	0.1%
Students with Disabilities	11.2%
Socioeconomically Disadvantaged	35.8%
Black or African American	3.6%
American Indian or Alaskan Native	0.1%
Asian	8.4%
Filipino	5.2%
Hispanic or Latino	31.8%
Native Hawaiian or Pacific	0.4%
White	40%
Two or More Races	6.8%

A. CONDITIONS OF LEARNING

STATE PRIORITY: BASIC

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

TEACHER CREDENTIALS

Authorization/ Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for	137	100%	137	100%		
Intern Credential Holders Properly Assigned	0	0.0%	0	0.0%		
Teachers Without Credentials and	0	0.0%	0	0.0%		
Credentialed Teachers Assigned Out-of-Field	0	0.0%	0	0.0%		
Unknown	0	0.0%	0	0.0%		
Total Teaching Positions	137	100%	137	100%		

TEACHER MISASSIGNMENTS AND VACANT TEACHER POSITIONS

Teachers Without Credentials & Misassignments	#	Credentialed Teachers Assigned Out-of-Field	#
Permits and Waivers	0	Credentialed Teachers Authorized on a Permit or Waiver	0
Misassignments	0	Local Assignment Options	0
Vacant Positions	1	Total Out-of-Field Teachers	0
Total Teachers Without Credentials and Misassignments	0		

(considered "ineffective" under ESSA) (SY 2019–2020)

(considered "out-of-field" under ESSA) (SY 2019–2020)

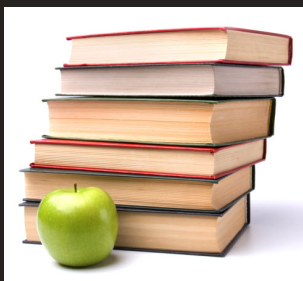
Class Assignments (School Year 2019–2020)	%
Misassignments for English Learners (a percentage of all the classes with English learners)	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0

TEXTBOOKS & INSTRUCTIONAL MATERIALS

AVAILABILITY OF TEXTBOOKS & INSTRUCTIONAL MATERIALS

Percentage of Students
Lacking Materials by
Subject During
2021-22 SY

Reading/ Language Arts	0%
Mathematics	0%
Science	0%
History/ Social Science	0%
Visual & Performing Arts	0%
Foreign Language	0%
Health	0%
Science Laboratory Equipment	0%

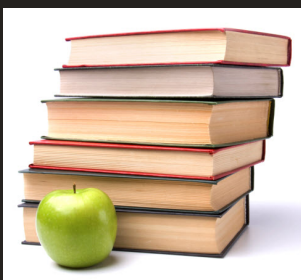


Core Curriculum	Textbooks & Instructional Materials - Current Adoption (Year & Month in which data were collected: Jan. 2022)
Reading/ Language Arts	<ul style="list-style-type: none"> Springboard (Core Text), Publisher: Collegeboard (Grades 9-12) Various Novels By Grade Level: <ul style="list-style-type: none"> <u>Grade 9</u> <ul style="list-style-type: none"> To Kill a Mockingbird The Hate U Give The Vanishing Half Romeo and Juliet <u>Grade 10</u> <ul style="list-style-type: none"> Things Fall Apart Antigone <u>Grade 11</u> <ul style="list-style-type: none"> The Crucible Their Eyes Were Watching God <u>Grade 12</u> <ul style="list-style-type: none"> Hamlet
Mathematics	<ul style="list-style-type: none"> Algebra 1, Publisher: McGraw Hill Algebra 2, Publisher: McGraw Hill Geometry, Publisher: McGraw Hill Single Variable Calculus, 7th Edition, Publisher: Cengage Learning Enhancing Graphing Utilities Precalculus, 5th Edition, Publisher: Pearson Prentice Hall
Science	<ul style="list-style-type: none"> Biology, (Miller & Levine), Publisher Biology AP, 10th Edition (Campbell), Publisher: Pearson Honors Chem, Principles of General Chemistry, Third Edition, Publisher: McGraw Hill Chemistry in the Community, 6th Edition, Publisher: Freeman Chemistry: A Molecular Approach, 3rd Edition, Publisher: Freeman Principles of Human Anatomy, Publisher: J Wiley & Sons Essentials of Human Anatomy & Physiology, 10th Edition, Publisher: Pearson Human Geography: People, Places & Culture, 10th Edition, Publisher: Wiley Physics: A Strategic Approach, 3rd Edition, Publisher: Pearson Physics (High School), First Edition, Publisher: Pearson
Science Laboratory Equipment (grades 9-12)	N/A
Health	Lifetime Health, Publisher: Holt

TEXTBOOKS & INSTRUCTIONAL MATERIALS

Core Curriculum	Textbooks & Instructional Materials / Year of Adoption
History-Social Science	<ul style="list-style-type: none"> • United States History & Geography: Modern Times, 2016, Publisher: McGraw Hill • AP Government in America: People, Politics, and Policy, Publisher: Pearson • United States Government: Our Democracy, Publisher: McGraw Hill • Ways of the World: A Global History Source, 2nd Edition, Publisher: Bedford/St. Martin • Krugman Economics for AP 2nd Edition, Publisher: BFW Worth • World History: The Modern Era, Publisher: Prentice Hall • Understanding Economics, Publisher: McGraw Hill • AP Euro, Western Civilization, 8th Edition, Publisher: Cengage Learning • Human Geography: People, Places, & Culture, 10th Edition, Publisher: Wiley • AP Euro, Western Civilization, 8th Edition, Publisher: Cengage Learning
Foreign Language	<ul style="list-style-type: none"> • Avancemos Spanish I Textbook, Publisher: Holt McDougal • Avancemos Spanish 1 Cuaderno, Publisher: Holt McDougal • Avancemos Spanish 2 Textbook, Publisher: Holt McDougal • Avancemos: Spanish 2 Cuaderno, Publisher: Holt McDougal • Avancemos: Spanish 3 Textbook, Publisher: Holt McDougal • Avancemos: Spanish 3 Cuaderno, Publisher: Holt McDougal • Teams AP Spanish Language and Publisher: Vista Higher Learning • AP Spanish Language and Culture Exam Preparation Workbook, Publisher: Vista Higher Learning • Azulego Anthology Publisher: Wayside Publishing • C'esta Toi Level 1, Publisher: EMC Paradigm Publisher • C'esta Toi Level 2 Textbook, Publisher: EMC-Paradigm Publisher • C'esta Toi Level 2 Workbook, Publisher: EMC-Paradigm Publishing • C'esta Toi Level 3 Workbook, Publisher: EMC Paradigm Publishing • Sur Le Vif Heinle, Publisher: Cengage
Visual & Performing Arts	<ul style="list-style-type: none"> • Clothing: Fashion, Fabric & Construction, Publisher: McGraw Hill • Housing and Interior Design, 11th Edition, Publisher: Goodheart-Wilcox Company • Apparel Design, Textiles & Construction, Publisher: Goodheart-Wilcox Company • Fashion, 7th Edition, Publisher: Goodheart-Wilcox

Note: Cells with N/A values do not require data



SCHOOL FACILITY CONDITIONS AND PLANNED IMPROVEMENTS (2020-2021 SY)

El Camino Real Charter High School takes great effort to ensure that the school is clean, safe, and functional. The school works with the Safety Coordinator and LAUSD to conduct inspections. El Camino continues to work with LAUSD to ensure that the repairs necessary to keep the school in good repair are completed in a timely manner. A work order process is used to ensure efficient services and that emergency repairs are given the highest priority.

The HVAC system continues to be a priority for the school. A large project is being planned by the District and temporary measures will be put in place in the meantime. The fire damage has been repaired in the rooms used by our Alternative Education Program. Future projects include the main hallway, library, gym, and stadium.

SCHOOL FACILITY GOOD REPAIR STATUS

Year & month of most recent FIT report: Jan. 2019	Rating	Repair Needed & Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	--
Interior: Interior Surfaces	Good	--
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	--
Electrical: Electrical	Good	--
Restrooms/Fountains/Sinks	Good	--
Safety: Fire Safety, Hazardous Materials	Good	--
Structural: Structural Damage, Roofs	Good	--
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	--
Overall Rating	Exemplary	--

B. PUPIL OUTCOMES

STATE PRIORITY: PUPIL ACHIEVEMENT



The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

- A. Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
- B. Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
- C. California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **SARC Reporting in the 2020–2021 School Year Only**

Where the most viable option, LEAs were required to administer the statewide summative assessments for ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.
- **Options:** Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:
 - Smarter Balanced ELA and mathematics summative assessments;
 - Other assessments meeting the SBE criteria; or
 - Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

B. PUPIL OUTCOMES

STATE PRIORITY: PUPIL ACHIEVEMENT



- College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

TEST RESULTS

ELA & MATH FOR ALL STUDENTS

% of Students Meeting or Exceeding State Standards ELA and Mathematics for All Students Grade Eleven taking and completing a state-administered assessment	2019-20	2020-21
El Camino Real Charter HS	N/A	N/A
District	N/A	N/A
State	N/A	N/A

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: The 2020–2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020–2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to

CAASPP TEST RESULTS BY STUDENT GROUP GRADE 11– ENGLISH LANGUAGE ARTS

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	916	651	71.07%	28.93%	65.63%%
Female	476	344	72.27%	27.73%	71.77%
Male	440	307	69.77%	30.23%	58.98%
American Indian or Alaska	--	--	--	--	--
Asian	89	76	85.39%	14.61%	77.33%
Black or African American	36	21	58.33%	41.67%	33.33%
Filipino	44	41	93.18%	6.82%	80.49%
Hispanic or Latino	272	198	72.79%	27.21%	53.68%
Native Hawaiian or Pacific	--	--	--	--	--
Two or More Races	107	75	70.09%	29.91%	72.0%
White	363	237	65.29%	34.71%	69.79%
English Learners	--	--	--	--	--
Foster Youth	N/T	N/T	N/T	N/T	N/T
Homeless	N/T	N/T	N/T	N/T	N/T
Military	N/T	N/T	N/T	N/T	N/T
Socioeconomically	312	206	66.03%	33.97%	58.5%
Students Receiving Migrant	N/T	N/T	N/T	N/T	N/T
Students with Disabilities	84	35	41.67%	58.33%	25.71%

Note: N/T values indicate that this school did not test students using the CAASPP for ELA.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP TEST RESULTS BY STUDENT GROUP GRADE 11- MATHEMATICS

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	916	650	70.96%	29.04%	51.17%
Female	476	343	72.06%	27.94%	53.53%
Male	440	307	69.77%	30.24%	48.50%
American Indian or Alaska Native	--	--	--	--	--
Asian	89	73	82.02%	17.98%	76.71%
Black or African American	36	22	61.11%	38.89%	40.91%
Filipino	44	39	88.64%	11.36%	64.10%
Hispanic or Latino	272	202	74.26%	25.74%	40.91%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	107	74	69.16%	30.84%	46.48%
White	363	236	65.01%	34.99%	51.91%
English Learners	--	--	--	--	--
Foster Youth	N/T	N/T	N/T	N/T	N/T
Homeless	N/T	N/T	N/T	N/T	N/T
Military	N/T	N/T	N/T	N/T	N/T
Socioeconomically Disadvantaged	312	208	66.67%	33.33%	44.55%
Students Receiving Migrant	N/T	N/T	N/T	N/T	N/T
Students with Disabilities	84	50	59.52%	40.48%	16.67%

Note: N/T values indicate that this school did not test students using the CAASPP for Mathematics.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

TEST RESULTS SCIENCE FOR ALL STUDENTS



% of Students Meeting or Exceeding	2019-2020	2020-2021
ECRCHS	N/A	27.6%
District	N/A	25.3%
State	N/A	28.7%

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: For any 2020–2021 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

CAASPP TEST RESULTS BY STUDENT GROUP

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or
All Students	830	563	67.83%	32.17%	27.57%
Female	423	293	69.27%	30.73%	24.91%
Male	407	270	66.34%	33.66%	30.34%
American Indian or Alaska Native	--	--	--	--	--
Asian	72	57	79.17%	20.83%	35.09%
Black or African American	38	20	52.63%	47.37%	20.0%
Filipino	49	43	87.76%	12.24%	37.21% ¹
Hispanic or Latino	253	178	70.46%	29.64%	20.11%
Native Hawaiian or Pacific	*	*	*	*	*
Two or More Races	68	44	64.71%	35.29%	27.91%
White	346	220	63.58%	36.42%	30.41%
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	317	216	68.14%	31.86%	23.83%
Students Receiving Migrant	--	--	--	--	--
Students with Disabilities	87	53	60.92%	39.08%	11.54%

LOCAL TEST RESULTS BY STUDENT GROUP

GRADE 11- ENGLISH LANGUAGE ARTS

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not	Percent Met or Exceeded
All Students	916	769	84.0%	16.0%	62.8%
Female	476	398	83.6%	16.4%	68.1%
Male	440	371	84.3%	15.7%	56.8%
American Indian or Alaska	--	--	--	--	--
Asian	89	82	92.1%	7.9%	76.8%
Black or African American	36	32	88.9%	11.1%	50.0%
Filipino	44	30	68.2%	31.8%	68.8%
Hispanic or Latino	272	247	90.8%	9.2%	56.6%
Native Hawaiian or Pacific	--	--	--	--	--
Two or More Races	107	51	47.7%	52.3%	62.7%
White	363	310	85.4%	14.6%	64.5%
English Learners	--	--	--	--	--
Foster Youth	N/T	N/T	N/T	N/T	N/T
Homeless	N/T	N/T	N/T	N/T	N/T
Military	N/T	N/T	N/T	N/T	N/T
Socioeconomically	*	*	*	*	*
Students Receiving Migrant	N/T	N/T	N/T	N/T	N/T
Students with Disabilities	84	64	76.2%	23.8%	23.4%

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school..

LOCAL TEST RESULTS BY STUDENT GROUP GRADE 11- MATHEMATICS



Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not	Percent Met or Exceeded
All Students	916	758	82.8%	17.2%	64.9%
Female	476	396	83.2%	16.8%	67.6%
Male	440	362	82.3%	17.7%	61.8%
American Indian or Alaska Native	--	--	--	--	--
Asian	89	82	92.1%	7.9%	81.7%
Black or African American	36	32	88.9%	11.1%	43.7%
Filipino	44	33	75.0%	25.0%	77.2%
Hispanic or Latino	272	242	89.0%	11.0%	54.9%
Native Hawaiian or Pacific	--	--	--	--	--
Two or More Races	107	50	46.7%	53.3%	60.0%
White	363	304	83.7%	16.3%	70.0%
English Learners	--	--	--	--	--
Foster Youth	N/T	N/T	N/T	N/T	N/T
Homeless	N/T	N/T	N/T	N/T	N/T
Military	N/T	N/T	N/T	N/T	N/T
Socioeconomically	*	*	*	*	*
Students Receiving Migrant	N/T	N/T	N/T	N/T	N/T
Students with Disabilities	84	54	64.3%	35.7%	20.3%

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.



While ECRCHS does not have an official Career Technical Education program, the school has a Career Technical Education department and has secured funding as well as CTE credentialed staff in order to offer a CTE program in the 2022-23 school year. The Career Technical Education (CTE) department's content instruction focuses on the interrelationship of science, technology, career technical, and life management skills to prepare students for advanced education, careers, and managing work and family roles. CTE courses equip students with skills for living and earning a living as these courses expose students to the following career pathways: Family & Consumer Sciences (Hospitality, Tourism, and Recreation); Child Development and Education; and

The CTE Department currently has six distinct career pathway programs, listed below:

- **Hospitality, Tourism, and Recreation**
- **Child Development and Education**
- **Graphic Design**

Hospitality, Tourism, and Recreation

Students in this career pathway complete a Consumer and Family Studies (CFS) introductory comprehensive course (Foods and Nutrition) and one or more concentration courses such as International Foods or Catering. Students pursuing a career in hospitality, tourism, and recreation study all aspects of the industry. Many students have participated in state and local competitions in culinary arts, sponsored by FCCLA (the state-wide student organization for Family and Consumer Sciences). This career pathway is based on the Home Economics Careers and Technology (HECT) Model Curriculum Standards found in the California Career Technical Education Model Curriculum Standards document under the Hospitality, Tourism, and Recreation Industry Sector. These courses provide rigorous, standards-driven instruction and assessment.

Child Development and Education

These courses are designed to prepare students to pursue a career in either the field of child development or teaching in preschool through grade 12. Based on the Home Economics Careers and Technology (HECT) Model Curriculum Standards found in the California Career Technical Education Model Curriculum Standards, this pathway provides rigorous, standards-driven instruction and assessment, integrates academic and career-technical concepts through the Foundation and Pathway Standards, and contributes significantly to students' academic achievement. An important instructional strategy in this pathway is the use of simulation exercises to help the students understand the complexities of adult life. For example, each student is asked to complete a two-day parenting exercise using infant simulators. The simulators offer real-life experiences that address substance abuse education, prenatal education, child care skills, infant safety and CPR, and Shaken Baby Syndrome. Parent permission is required for this assignment. Modifications are made in cases where students with physical or emotional disabilities need assistance in completing this assignment.

Graphic Design

This competency based course provides technical instruction and practical experience in workplace safety, the basic principles and technique of graphic design, print and web typography, color theory and management, elements of illustration, logo design, branding, conceptualization of images through sketching, digital imaging software and their application, basic word processing resource management and employability skills.

The Graphic Design Fundamentals and Desktop Publisher courses instruct students in the use of industry standard software and application of design principles, as well as encourage students to explore their creativity. Each year, as part of the curriculum, students participate in industry sponsored design competitions organized through the Printing Industries Association of Southern California. These competitions have included digital design, silkscreen production, packaging, and creation of multi-page publications. Since 2001, ECRCHS has placed as one of the top three winners of this competition each year.

Through collaboration with other departments, Graphic Design students are given the opportunity to experience all aspects of design with an emphasis on practical applications of their newly learned tools. These projects enable students to hone design skills, gain experience in customer/client relations, and develop an understanding of real life design projects, which includes paying attention to copyright restrictions and deadlines. For example, Graphic Design students work with the Play Production class every year to design posters (including concepts, thumbnails, rough drafts, and printer ready poster comprehensives) and programs for play productions. Graphic Design students also work with the Fashion Academy and dance teams to create printed tickets for fashion and dance shows, as well as create various school forms and notepads for teachers. Lastly, since Graphic Design Fundamentals and Desktop Publisher courses are part of the VPA department, a core element of the course involves creating works associated with VPA events including "The Big Event", "Earth Day Festival", and "Power to the Artist."

Intervention Strategies and Meeting the Needs of All Students in CTE

The CTE department's intervention strategies include involving at-risk students in the department's student organizations, such as FHA-HERO and various culinary arts competitions. Students involved in these groups, sponsored by the department faculty, are given the opportunity to improve their academic skills, meet students who have similar career goals, and receive encouragement and support to enter scholarship competitions. Also, through participation in FCCLA Competitive Recognition Events and community service activities, members develop citizenship and leadership skills.

The CTE department meets the diverse needs of the student population. For EL students, differentiated instruction is based upon language abilities. Scaffolding techniques are used to teach students the industry-specific terms in each discipline. Emphasis is given to instructing students to use the names and descriptions for the specific items of equipment. In many cases EL students are paired with peer mentors who can help the EL students to understanding project instructions.

Socioeconomically disadvantaged students may have project fees waived. CTE courses often require specific supplies to complete lab assignments, and it is the department's policy that all students will have all the supplies and equipment needed to complete their coursework. Socioeconomically disadvantaged students are also encouraged to apply for scholarships.

Students with disabilities are given additional time to finish all projects, if needed, and some students are paired with peer mentors. In some cases, lab equipment is modified to accommodate students. All students are offered the services required within their IEP. Instruction in CTE courses is designed to be sensitive to the customs and beliefs of all ethnic subgroups. As necessary, modifications are made to assignments to accommodate these groups. For example, in foods labs, students are given the option to substitute an ingredient that is restricted due to religious beliefs or customs.

All students are encouraged to work to the best of their abilities. Gifted and talented students are encouraged to be creative and plan independent projects to expand their skill sets. Similarly, students who show a great proficiency for a particular subject are encouraged to take their assignments to a higher level and add complexity to a project. As most assignments in CTE courses are physical in nature, students are seated in groups at tables. In the event that a student has been absent or falls behind in achieving a goal or technique, he or she is paired with a more experienced student in the group so the two may work together. Under the supervision of the classroom teacher, students are encouraged to help each other improve their skills. For example, in a Beginning Foods class, a student who has mastered the skill of prepping ingredients may coach another student who has difficulty with this skill. Ultimately, the student who has fallen behind will be asked to demonstrate the skill for the teacher. CTE courses are aligned with the California State Standards, which include Common Core State Standards. In fact, CTE activities are the practical application of the Common Core State Standards. Technology is integrated throughout the department. Examples of this include:

- Some Culinary Arts lessons are delivered through online video tutorials. In addition, students use computer aided recipe analysis to compare the nutritional values of ingredients.

Primary Representatives of CTE Program

Juan Alba (Assistant Principal, Secondary Counseling Services) will lead the effort to implement an official CTE program at ECRCHS.



**CAREER TECHNICAL EDUCATION PARTICIPATION
(2020-2021SY)**

Measure	CTE Participation (SY 2020-2021)
Number of Pupils Participating in CTE*	1096*
Percent of Pupils Completing a CTE Program & Earning a High School Diploma	0%
Percent of CTE Courses Sequenced or Articulated Between the School & Institutions of Postsecondary Education	0%

Note: * Data comes from CALPADS EOY 3.15 Report, unduplicated count of students.

COURSES FOR UNIVERSITY OF CALIFORNIA (UC) AND/OR CALIFORNIA STATE UNIVERSITY (CSU) ADMISSION

	% of Pupils Enrolled in Courses Required for UC/CSU Admission
2020-2021	99.75%

	% of Graduates Who Completed All Courses Required for UC/CSU Admission
2019-2020	52.02%

STATE PRIORITY: OTHER PUPIL OUTCOMES

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject area of physical education.

CALIFORNIA PHYSICAL FITNESS TEST RESULTS (2020-2021SY)

	Grade 9
% of Students Meeting Four of Six Fitness Standards	N/A
% of Students Meeting Five of Six Fitness Standards	N/A
% of Students Meeting Six of Six Fitness Standards	N/A

Note: Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported..

C. ENGAGEMENT

STATE PRIORITY: PARENTAL INVOLVEMENT

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

OPPORTUNITIES FOR PARENTAL INVOLVEMENT 2021-2022

El Camino Real Charter High School has many opportunities for parent involvement. Parents are welcome to join our main parent groups, Friends of ECR/ PTO. FoECR/ PTO is the main fundraising entity for the school, and provides additional financial support for a variety of academic programs and activities. Their activities include hosting test taking workshops, helping underprivileged students, and sponsoring several scholarships at Senior Awards Night.

Parents provide input for establishing school-wide goals, examining academic results, and allocating resources. Parents participate in the School Site Council (SSC), English Learner Advisory Committee (ELAC), Charter Renewal Committee, RISE, Padres Latinos, Bilingual Parent Committee, Athletic and Activity Booster Clubs, and as focus group members in the WASC self study. Our parents also individually donate their time and financial resources to support the myriad of activities offered at El Camino such as band, drama, robotics, athletics, journalism, and Academic Decathlon. This strong parental support, along with a dedicated, professional staff, and focused students, lead to high levels of achievement in both academic and extra and co-curricular areas.

Below are the primary representatives for the following groups:

- Friends of ECR- David Hussey
- ELAC- Manuela Harris
- RISE -Justin Graham
- Padres Latinos - Angel Lerma

STATE PRIORITY: PUPIL ENGAGEMENT

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates

DROPOUT RATE AND GRADUATION RATE (FOUR-YEAR COHORT RATE)

	2018-19	2019-20	2020-21
ECRCHS Graduation Rate	93.5%	87.4%	89.3%
District Graduation Rate	81.5%	82.9%	83.5%
State Graduation Rate	84.5%	84.2%	83.6%

	2018-19	2019-20	2020-21
ECRCHS Dropout Rate	2.6%	2.2%	5.4%
District Dropout Rate	10.9%	8.9%	8.1%
State Dropout Rate	9.0%	8.9%	9.4%



COMPLETION OF HIGH SCHOOL GRADUATION REQUIREMENTS GRADUATING CLASS OF 2021 (ONE-YEAR RATE)

Student Group	# of Students in Cohort	# of Cohort Graduates	Cohort Graduation %
All Students	866	773	89.3%
Female	440	415	94.3%
Male	426	358	84.0%
Non-Binary	0	0	0.0%
American Indian or Alaska Native	*	*	*
Asian	73	71	97.3%
Black or African American	42	40	95.2%
Filipino	54	53	98.1%
Hispanic or Latino	254	223	87.8%
Native Hawaiian or Pacific Islander	*	*	*
Two or More Races	55	52	94.5%
White	374	323	86.4%
English Learners	35	30	85.7%
Foster Youth	*	*	*
Homeless	*	*	*
Socioeconomically Disadvantaged	466	407	87.3%
Students Receiving Migrant	0	0	0.0%
Students with Disabilities	103	83	80.6%

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>

CHRONIC ABSENTEEISM BY STUDENT GROUP SY 2020-2021

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	3,730	3,694	356	9.6%
Female	1,856	1,842	149	8.1%
Male	1,874	1,854	207	11.2%
American Indian or Alaska Native	*	*	*	25.0%
Asian	316	315	15	4.8%
Black or African American	136	132	11	8.3%
Filipino	190	190	6	3.2%
Hispanic or Latino	1,170	1,163	121	10.4%
Native Hawaiian or Pacific Islander	15	15	0	0.0%
Two or More Races	262	262	25	9.5%
White	1,487	1,463	154	10.5%
English Learners	70	69	17	24.6%
Foster Youth	7	6	3	50.0%
Homeless	3	3	2	66.7%
Socioeconomically Disadvantaged	1,383	1,370	187	13.6%
Students Receiving Migrant	0	0	0	0.0%
Students with Disabilities	426	416	64	15.4%

STATE PRIORITY: SCHOOL CLIMATE

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil Suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

SUSPENSIONS AND EXPULSIONS

	2018-19	2020-21
ECRCHS Suspension Rate	2.46%	0.03%
ECRCHS Expulsion Rate	0.0%	0.0%
District Suspension Rate	0.65%	0.0%
District Expulsion Rate	0.02%	0.0%
State Suspension Rate	3.47%	0.20%
State Expulsion Rate	0.08%	0.0%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the

	2019-20*
ECRCHS Suspension Rate	0.44%
ECRCHS Expulsion Rate	0.0%
District Suspension Rate	0.44%
District Expulsion Rate	0.02%
State Suspension Rate	2.45%
State Expulsion Rate	.05%

*Note: The 2019–2020 suspensions and expulsions rate data are not comparable to other year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to other school years.

SUSPENSIONS AND EXPULSIONS BY STUDENT GROUP (SY 2020-2021)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.03%	0.0%
Female	0.0%	0.0%
Male	0.05%	0.0%
Non-Binary	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Asian	0.0%	0.0%
Black or African American	0.0%	0.0%
Filipino	0.0%	0.0%
Hispanic or Latino	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%
White	0.07%	0.0%
English Learners	*	*
Foster Youth	*	*
Homeless	*	*
Socioeconomically Disadvantaged	*	*
Students Receiving Migrant Education Services	*	*
Students with Disabilities	*	*

SCHOOL SAFETY PLAN (2020-2021 SY)

El Camino continues to work on the two-components of the Safe School Plan, which was board approved on February 27, 2020. The plan focuses on creating a safe, positive, inviting, and nurturing school environment by setting the following goals:

1-1: ECR will participate in activities to create a positive and nurturing environment for our school community.

1-2:Update and digitize the current version of the Comprehensive Safe School Plan.

2-1: ECR will participate in activities to clean and beautify the campus to make it more inviting for the school community.

2-2:Update emergency evacuation procedures.

In addition, the school holds an annual earthquake drill, an semi-annual lockdown drill, semi-annual fire drills, and monthly drop, cover, and hold drills. All emergency procedures are updated on the Emergency Operations Plan..

D. OTHER SARC INFORMATION

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

AVERAGE CLASS SIZE AND CLASS SIZE DISTRIBUTION (SECONDARY)

Subject	Avg Class Size	2018-19 Number of classes			Avg Class Size	2019-20 Number of classes			Avg Class Size	2020-21 Number of classes		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	25	50	40	59	27	55	33	65	27	74	20	82
Mathematics	28	31	14	69	31	30	28	58	26	66	10	75
Science	32	14	11	58	33	15	21	48	28	29	19	51
Social Science	27	36	15	64	27	44	10	65	22	77	11	73

Note: "Number of classes" indicates how many classrooms fall into each category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

ACADEMIC COUNSELORS AND OTHER SUPPORT STAFF (SCHOOL YEAR 2020-21)

Ratio of Academic Counselors to Pupils	
Academic Counselor	406.8
Number of Full-Time Equivalent (FTE) *	
Counselor (Academic, Social/Behavioral or Career Development)	9.0
Library Media Teacher (Librarian)	0.5
Library Media Services Staff (Paraprofessionals)	0.0
Psychologist	2.0
Social Worker	1.0
Nurse	1.0
Speech/Language/Hearing Specialist	1.5
Resource Specialist	9.5
Other	5

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time..

EXPENDITURE PER PUPIL AND SCHOOL SITE TEACHER SALARIES (FISCAL YEAR 2019-20)

	Expenditures			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$13, 085	\$ 2,120	\$ 10,985	\$ 93,768
District	N/A	N/A	--	\$ 78,721
Percent Difference School Site and District	N/A	N/A	--	19.11%
State	N/A	N/A	\$8,443.83	\$84,665
Percent Difference School Site and State	N/A	N/A	30.01%	10.75%

Note: Cells with N/A do not require data.

TYPES OF SERVICES FUNDED

Federal

Title I

Title I funds are used to support effective, research-based educational strategies that close the achievement gap for students not meeting the state's challenging academic standards in English Language Arts and mathematics. At ECR, Title I funds primarily support the alternative school and independent studies program for those that have trouble in the traditional classroom.

Title II

Title II funds may be used for professional development in content knowledge and classroom practice, developing and implementing strategies to retain highly qualified teachers. At ECR, staff are routinely sent to workshops and conferences to improve classroom instruction.

Title III

Title III funds assist English Learners (EL) in acquiring English fluency, gaining access to the curriculum, achieving grade-level and graduation standards. Funds are distributed to school sites based on the number of EL students enrolled. These funds primarily support ESL programs and after-school tutoring programs

Individuals with Disabilities Education Act (IDEA)

IDEA funds may be used to ensure that all students with disabilities enrolled in the school receive specialized instruction and related services in a manner that complies with all provisions of federal law regardless of the student's district of residence.

National School Lunch Program (NSLP) -- Federal Program

The National School Lunch Program (NSLP) offers federal reimbursement to schools serving nutritious, low-cost or free meals to students. Note: Universal Meal Program enacted in the current School Year allows all Students to eat a Breakfast or Lunch for free.

E-Rate

E-rate provides schools with discounts for telecommunication, Internet access and internal connections. Recently, the FCC has refocused their goal to significantly increase Wi-Fi access.

TYPES OF SERVICES FUNDED

State

Education Protection Account -- General Purpose

Revenue Limit sources, including Charter School General Purpose, includes from the Education Protection Account (EPA) created by the passage of Proposition 30 in November 2012. These funds will support instructional program expenditures: certificated teacher salaries. Funds will not be used to support school administration and other EPA non-allowable expenses.

Economic Impact Aid

Charter schools are not eligible to receive EIA like traditional school districts. Instead, they receive the funding in the form of in lieu of EIA as long as the pupils meet the eligibility of educational disadvantaged pupils. Though ECR is not restricted like school districts, its funds are still set aside, like a school district, for professional development, the purchase of supplemental materials and expenses that support paraprofessionals, supplemental resource teachers, and the operation of EL advisory committees.

Statewide Special Education Funding Model (AB602)

Combines funds from several different revenue sources: State, Federal, and Local Property Taxes. AB 602 funds may be used to ensure that all students with disabilities enrolled in the school receive specialized instruction and related services in a manner that complies with all provisions of federal law regardless of the student's district of residence.

Lottery - Proposition 20

20% of the total lottery entitlement is used for instructional material expenditures.

National School Lunch Program (NSLP) -- State Program

In addition to federal reimbursement, the NSLP also offers state reimbursement for offering students nutritionally balanced meals at reasonable prices. In California, the program is administered by the California Department of Education, Nutrition Services. Note: Universal Meal Program enacted in the current School Year allows all Students to eat a Breakfast or Lunch for free.

Clean Energy Jobs Act - Proposition 39, K-12 Program

Proposition 39 changed the corporate income tax code, making funds available for eligible projects to improve energy efficiency and expand clean energy generation throughout schools in California.

TEACHER AND ADMINISTRATIVE SALARIES

District Amount	
Beginning Teacher Salary	\$46,587
Mid-range Teacher Salary	\$74,412
Highest Teacher Salary	\$92,389
Average Principal Salary (Elementary)	\$124,955
Average Principal Salary (Middle)	\$136,210
Average Principal Salary (High)	\$137,581
Superintendent Salary	\$350,000
Percent of Budget for Teacher Salaries	28%
Percent of Budget for Administrative Salaries	5%

State Average For Districts in Same Category	
Beginning Teacher Salary	\$50,897
Mid-range Teacher Salary	\$78,461
Highest Teacher Salary	\$104,322
Average Principal Salary (Elementary)	\$131,863
Average Principal Salary (Middle)	\$137,086
Average Principal Salary (High)	\$151,143
Superintendent Salary	\$297,037
Percent of Budget for Teacher Salaries	33%
Percent of Budget for Administrative Salaries	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Note: District is LAUSD, provided by CDE



ADVANCED PLACEMENT (AP) COURSES

	Number of Courses Offered
Computer Science	5
English	8
Fine & Performing Arts	2
Foreign Language	7
Mathematics	8
Science	12
Social Science	17
All Courses	59
Percent of Students in AP Courses	34.7%

*Where there are student course enrollments of at least one student.

PROFESSIONAL DEVELOPMENT

	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	78	36	8

ADDENDUM

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC Web Application as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC Web Application. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

CAASPP TEST RESULTS BY STUDENT GROUP GRADE 11– ENGLISH LANGUAGE ARTS

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	916	651	71.07%	28.93%	65.63%%
Female	476	344	72.27%	27.73%	71.77%
Male	440	307	69.77%	30.23%	58.98%
American Indian or Alaska	--	--	--	--	--
Asian	89	76	85.39%	14.61%	77.33%
Black or African American	36	21	58.33%	41.67%	33.33%
Filipino	44	41	93.18%	6.82%	80.49%
Hispanic or Latino	272	198	72.79%	27.21%	53.68%
Native Hawaiian or Pacific	--	--	--	--	--
Two or More Races	107	75	70.09%	29.91%	72.0%
White	363	237	65.29%	34.71%	69.79%
English Learners	--	--	--	--	--
Foster Youth	N/T	N/T	N/T	N/T	N/T
Homeless	N/T	N/T	N/T	N/T	N/T
Military	N/T	N/T	N/T	N/T	N/T
Socioeconomically	312	206	66.03%	33.97%	58.5%
Students Receiving Migrant	N/T	N/T	N/T	N/T	N/T
Students with Disabilities	84	35	41.67%	58.33%	25.71%

Note: N/T values indicate that this school did not test students using the CAASPP for ELA.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP TEST RESULTS BY STUDENT GROUP GRADE 11- MATHEMATICS

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	916	650	70.96%	29.04%	51.17%
Female	476	343	72.06%	27.94%	53.53%
Male	440	307	69.77%	30.24%	48.50%
American Indian or Alaska Native	--	--	--	--	--
Asian	89	73	82.02%	17.98%	76.71%
Black or African American	36	22	61.11%	38.89%	40.91%
Filipino	44	39	88.64%	11.36%	64.10%
Hispanic or Latino	272	202	74.26%	25.74%	40.91%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	107	74	69.16%	30.84%	46.48%
White	363	236	65.01%	34.99%	51.91%
English Learners	--	--	--	--	--
Foster Youth	N/T	N/T	N/T	N/T	N/T
Homeless	N/T	N/T	N/T	N/T	N/T
Military	N/T	N/T	N/T	N/T	N/T
Socioeconomically Disadvantaged	312	208	66.67%	33.33%	44.55%
Students Receiving Migrant	N/T	N/T	N/T	N/T	N/T
Students with Disabilities	84	50	59.52%	40.48%	16.67%

Note: N/T values indicate that this school did not test students using the CAASPP for Mathematics.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

LOCAL TEST RESULTS BY STUDENT GROUP

GRADE 11- ENGLISH LANGUAGE ARTS

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not	Percent Met or Exceeded
All Students	916	769	84.0%	16.0%	62.8%
Female	476	398	83.6%	16.4%	68.1%
Male	440	371	84.3%	15.7%	56.8%
American Indian or Alaska	--	--	--	--	--
Asian	89	82	92.1%	7.9%	76.8%
Black or African American	36	32	88.9%	11.1%	50.0%
Filipino	44	30	68.2%	31.8%	68.8%
Hispanic or Latino	272	247	90.8%	9.2%	56.6%
Native Hawaiian or Pacific	--	--	--	--	--
Two or More Races	107	51	47.7%	52.3%	62.7%
White	363	310	85.4%	14.6%	64.5%
English Learners	--	--	--	--	--
Foster Youth	N/T	N/T	N/T	N/T	N/T
Homeless	N/T	N/T	N/T	N/T	N/T
Military	N/T	N/T	N/T	N/T	N/T
Socioeconomically	*	*	*	*	*
Students Receiving Migrant	N/T	N/T	N/T	N/T	N/T
Students with Disabilities	84	64	76.2%	23.8%	23.4%

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school..

LOCAL TEST RESULTS BY STUDENT GROUP GRADE 11- MATHEMATICS



Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not	Percent Met or Exceeded
All Students	916	758	82.8%	17.2%	64.9%
Female	476	396	83.2%	16.8%	67.6%
Male	440	362	82.3%	17.7%	61.8%
American Indian or Alaska Native	--	--	--	--	--
Asian	89	82	92.1%	7.9%	81.7%
Black or African American	36	32	88.9%	11.1%	43.7%
Filipino	44	33	75.0%	25.0%	77.2%
Hispanic or Latino	272	242	89.0%	11.0%	54.9%
Native Hawaiian or Pacific	--	--	--	--	--
Two or More Races	107	50	46.7%	53.3%	60.0%
White	363	304	83.7%	16.3%	70.0%
English Learners	--	--	--	--	--
Foster Youth	N/T	N/T	N/T	N/T	N/T
Homeless	N/T	N/T	N/T	N/T	N/T
Military	N/T	N/T	N/T	N/T	N/T
Socioeconomically	*	*	*	*	*
Students Receiving Migrant	N/T	N/T	N/T	N/T	N/T
Students with Disabilities	84	54	64.3%	35.7%	20.3%

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.